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ABSTRACT

This book examines the nature of power in the classroom, school system, and society. Power relations in schools reflect the larger societal forces and the interconnections of institutions. This book also analyzes the empowerment of teachers and students. It explores the process through which people develop more control over their lives and acquire the skills and dispositions necessary to be critical and effective participants in society. A key concept is the difference between "power over" (power as domination) and "power with" (shared assertiveness and reciprocity, which is required for the practice of democracy). The author draws upon educational, political, feminist, and psychological theory and, especially, the voices of teachers, in his framing of the question: What are the dynamics of power that teachers can create in their relationships with students that will be empowering for both groups? What kinds of power relationships are necessary for teachers to feel empowered? This book is guided by the belief in the fundamentally political and moral nature of teaching and in the possibility of empowerment and democratic change in schools and society. One figure is included. (Contains 237 references.) (LMI)

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